DOCUMENT RESUME

ED 233 467 EA 016 029

TITLE Assist-A-School Handbook.
INSTITUTION Jefferson County Public Schools, Louisville, Ky.
PUB DATE 82
NOTE 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (115th, Atlantic City, NJ, February 25-28, 1983).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Awareness; *Career Exploration; Career Guidance; Elementary Secondary Education; *Program Guides; School Business Relationship; *School Community Programs; School Community Relationship
IDENTIFIERS *Assist A School Program KY

ABSTRACT

This handbook for the Assist-A-School Program in the Jefferson County Public School District in Louisville, Kentucky, describes program goals; lists benefits, participants' responsibilities, organizational steps, and suggestions for activities; and provides sample evaluation forms. The program, a voluntary cooperative arrangement to increase mutual awareness between local schools and community businesses, industries, and government, helps students make informed career decisions in engineering and related technical fields. Schools' benefits include access to new facilities, information, and outside expertise; business benefits include the promotion of positive community relations and input into the school curriculum. Schools' responsibilities include designation of a faculty contact person to explain and organize the program. Among responsibilities of businesses are making employees aware of the program, and conducting tours. After district and program personnel select and recruit schools and businesses to participate, they arrange introductory meetings and present plans to the concerned parties for additional input. Program activities for students include tours, projects reflecting the knowledge gained from contact with local businesses, and classroom presentations by business personnel. Teacher, student, and business personnel evaluation forms are distributed after each activity. (PB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

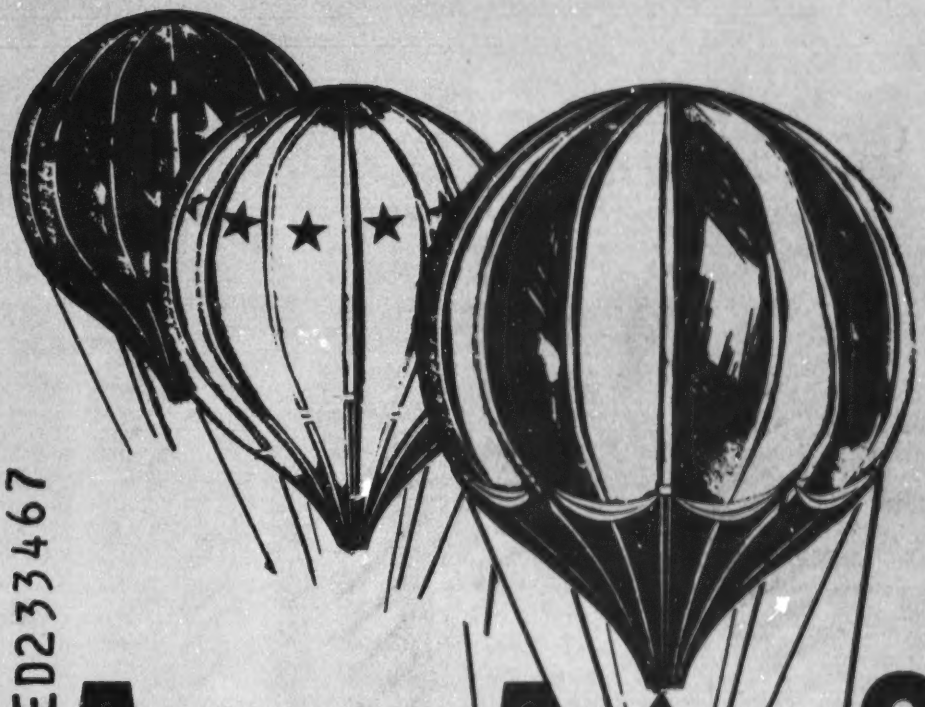
X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

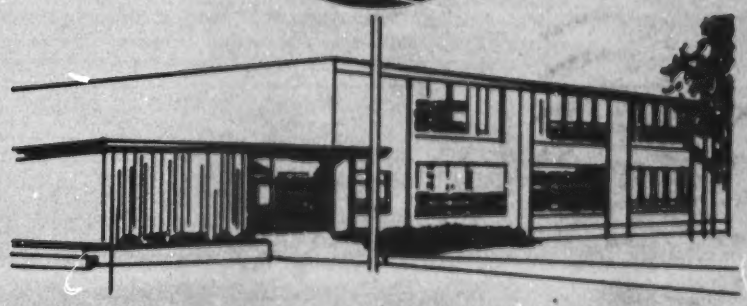
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Donald W. Ingwerson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED233467



ASSIST A SCHOOL



Jefferson County Public Schools, Louisville, Kentucky

EA 016 029

ASSIST-A-SCHOOL PROGRAM
BACKGROUND

The Assist-A-School program was initiated in 1978 by I.N.C.O.M.E., Inc. (Increasing Career Opportunities for Minorities in Engineering). As the parent organization for the Assist-A-School Program, I.N.C.O.M.E. promotes program activities and encourages participation by local area businesses, industries, and governmental organizations. Although the major goal of I.N.C.O.M.E. is to promote careers in engineering and technical fields among minority youth, Assist-A-School activities are not planned for any specific ethnic groups, but for all interested students in participating schools. Some of the businesses participating in the Assist-A-School Program are not members of I.N.C.O.M.E., but are working with Assist-A-School to increase student awareness of a variety of careers. Other I.N.C.O.M.E.-sponsored programs include: JETS (Junior Engineering Technical Society), a community-based effort; I.N.C.R.E.A.S.E. (Increasing Career Recognition and Enriching Academic Skills for Engineering), a summer enrichment program conducted by Jefferson County Public Schools for selected middle school students; and I.N.S.P.I.R.E. (Increasing Student Preparedness and Interest in the Requisites for Engineering), a summer enrichment program conducted by the University of Louisville for high school juniors and seniors.

ASSIST-A-SCHOOL
HANDBOOK

1982

JEFFERSON COUNTY PUBLIC SCHOOLS

Donald W. Ingwerson, Ed. D.	Superintendent, Jefferson County Public Schools
Dawson Orman	Deputy Superintendent for Operations and Instruction
Bobby Green	Assistant Superintendent for Operations and Services
Mary Ella Conner	Director of Vocational Education
William Craigmyle	Director of Instruction

Writing Committee

Thomas Beard - Seneca High School
Roy Birmingham - General Electric Company
Judy Finn - Trunnell Elementary School
Jim Hornbuckle - Du Pont
Lee M. McCune - Waggener High School
Ann Mitchell - Newburg Middle School
Linda E. Griffith - Practical Arts Resource Teacher

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

NO STUDENT SHALL BE DENIED EQUAL EDUCATIONAL OPPORTUNITY BY THE BOARD OF EDUCATION BECAUSE OF HIS OR HER AGE, COLOR, HANDICAP, PARENTAL STATUS, MARITAL STATUS, NATIONAL ORIGIN, RACE, RELIGION, SEX OR VETERAN STATUS.

TABLE OF CONTENTS

	PAGE NO.
Program Goals	1
Benefits of the Assist-A-School Program	2
Responsibilities of Schools	3
Responsibilities of Businesses	4
Step by Step	5
Suggested Activities	6-8
Evaluations	9-11

ASSIST-A-SCHOOL PROGRAM

The Assist-A-School Program is a voluntary cooperative arrangement between local schools and local community businesses, industries, and governmental organizations. It provides a structure for industry and educators to work together to meet identified needs and utilize the resources of both.

All partners' activities are planned jointly by a community representative and a school representative and are based upon the expectations, available resources, capabilities and restraints of each institution.

GOALS

To provide exploratory experiences within business, industry and government for designated students to help them make more informed career decisions, with an emphasis on careers in engineering and related technical fields.

To increase student awareness of the purposes, operations and demands of business and industry.

To help each institution better understand the other.

To provide teachers with awareness of the purposes, operations, and demands of business and industry, and in particular, how the skills they are teaching relate to the world of work in professional and technical positions.

BENEFITS OF THE ASSIST-A-SCHOOL PROGRAM

How can participation in Assist-A-School benefit schools?

Participation in the Assist-A-School Program can offer the following benefits to participating schools:

1. provides opportunities to enhance student exploration of various occupations
2. provides students with a better understanding of career choices
3. motivates students through practical illustrations of classroom material as it relates to the world of work
4. enhances public image of the school in the community
5. gives access to facilities and equipment not available in the classroom
6. provides information to school personnel and students on skills needed for successful entry into the job market
7. provides a means for keeping school curriculum relevant to the present and future needs of the business
8. provides adult role models with expertise that is not traditionally available in the classroom

How can participation in Assist-A-School benefit businesses and industries?

Participation in the Assist-A-School Program can offer the following benefits to participating industries:

1. provides a better understanding of schools' and students' needs
2. helps to promote positive community relations
3. provides an opportunity for business to have input into school curriculum
4. provides an opportunity to influence students who may be future employees
5. provides an opportunity to help schools enhance their public image

RESPONSIBILITIES OF PARTICIPATING SCHOOLS

1. Designate a contact person who is enthusiastic about and committed to the concept of Assist-A-School, and who will attend Assist-A-School meetings. (There are approximately three meetings per year, and teachers will be paid a stipend for their attendance.)

2. Explain the program to the entire faculty, offering all interested teachers a chance to participate in program activities.

3. Plan activities which will promote maximum involvement by students and which are suited to the needs of your particular school.

4. Invite business representatives to tour your facility.

5. Be prompt and have students well-prepared when visiting the participating business or hosting business representatives. Respect the time commitment involved on the part of the participating business.

6. Send a thank-you letter, a certificate, or other token of appreciation to the business following the completion of an activity.

7. Communicate periodically with the business representative about the program's progress.

8. Publicize and promote Assist-A-School activities within your school, recognizing students and teachers who excel (take pictures, etc.)

9. Communicate with JCPS Assist-A-School Program resource person regarding program progress.

10. Assist in program evaluation by utilizing student evaluation forms (see appendix).

RESPONSIBILITIES OF PARTICIPATING BUSINESSES

1. Select a contact person who is enthusiastic about and committed to the concept of Assist-A-School, and who will be able to attend Assist-A-School meetings or, if unable to attend, will see that someone else is present to represent the business.

2. Make other employees aware of the program and give them a chance to participate when appropriate or desirable.

3. Plan activities which will utilize your available personnel and resources to address the needs of students and teachers in the school with which you work.

4. If possible, invite teachers, counselors, and principals to tour your facility.

5. Respect the time commitment involved on the part of the school. Be prompt when arriving for a speaking engagement or other activity. If you must cancel an activity, please try to send another representative or reschedule as soon as possible.

6. Communicate periodically with the school representative about the program's progress.

7. Publicize and promote Assist-A-School activities within your organization, recognizing employees who have participated.

8. Assist in program evaluation by completing evaluation forms (see appendix).

9. Assist in recruitment of additional businesses.

STEP BY STEP

Organizing the Assist-A-School Program

1. Selection and recruitment of local businesses by Jefferson County Public Schools, I.N.C.O.M.E. members, and Assist-A-School Advisory Committee

2. Selection and recruitment of schools by Jefferson County Public Schools

3. Arrangements for partnerships completed by Jefferson County Public Schools and I.N.C.O.M.E. members

4. Introductory meeting for businesses and schools arranged by Jefferson County Public Schools

5. Individual plans for activities generated by a school representative and a business representative in each case

6. Program plans presented to school faculty for additional input

7. Program plans presented to business management for additional input

8. Activity plans finalized

9. Program is implemented, promoted, and evaluated

ASSIST-A-SCHOOL ACTIVITIES

Guidelines

A. Students selected for participation in an activity should have an interest in that particular activity and a specific educational objective in mind

B. Specific educational objectives should be communicated to community personnel involved

C. Activities should be well-planned so that business personnel and school personnel experience mutual satisfaction from time well-spent

D. Activities should be evaluated using student, teacher, and community evaluation forms (see appendix)

Suggestions for Specific Activities

1. After a tour of a business or industry, students may list step by step the processes involved in operating the business or creating a finished product.

2. After a tour of an industry, students may make a mural depicting processes observed at the site. Invite representatives from the industry to see the finished product.

3. Invite representatives (engineers, technicians) from local industry to assist students in designing math or science projects. The representatives might also serve as judges for a science or math fair.

4. After a tour of a site relating to agribusiness, students may prepare a display of items relating to the industry. Representatives from the site might be able to contribute items for display.

5. After participating in a tour or presentation relating to computer technology, students may make a flow chart or design a simple program. A local industry might send a computer programmer to assist students with the flow chart or program.

6. After visiting a construction site, students may make a collage of equipment and jobs observed. If possible, students may make a scale model of a construction site.

7. Invite marketing personnel from a local industry to visit the class and discuss marketing strategies. These representatives might be able to assist students in preparing a market research survey to be conducted in the school.

8. Invite someone involved with packaging a product to discuss this aspect of manufacturing. Then let students design packaging for a familiar item, such as an egg. Packaging should be practical and cost efficient.

9. Invite someone involved with putting together a corporate publication to discuss why and how this is done. The representative might assist students in creating a class publication.

10. After visiting a factory, students may set up an assembly line to put together a finished product.

11. After a class discussion on the changing roles of men and women, invite someone in a nontraditional occupation, such as a female engineer, to visit the class and discuss the career.

12. Work with a representative from a local business or industry to arrange some student shadowing experiences (see On The Road Again, a community resources guide, for suggested shadowing procedures).

13. Invite someone from a personnel department to make a presentation on job seeking skills. Students may simulate job interviews or fill out applications. Students may be asked to come to school dressed as they would for an actual interview.

14. After a visit to an office situation, students may simulate duties involved there.

15. Take pictures of different speakers and of students participating in a variety of activities associated with Assist-A-School. Make a bulletin board display.

16. After visiting an advertising agency or listening to a speaker involved with advertising, let students create their own advertisements, billboards, etc.

17. After visiting a financial institution, let students discuss jobs and procedures observed. Students may set up a budget advisory service or counseling service for other students.

18. Invite a nurse or doctor from a local industry to discuss industrial medicine. Have students discuss or summarize how medical personnel in a large industry might have some different responsibilities than those in private practice.

19. Obtain assistance from local businesses in setting up a career awareness day.

20. Invite representatives from a local business to speak to parent groups such as PTA.

TEACHER EVALUATION
(To be used after each activity)

Name of School _____

Name of Community Organization _____

Type of Activity _____

Objectives for this activity _____

	YES	NO
1. Were your objectives achieved by this activity?	____	____
Comments _____		
_____		
2. Did the students understand the activity?	____	____
Comments _____		
_____		
3. Was there a correlation between the activity and the students' curriculum?	____	____
Comments _____		
_____		
4. Were the audio visuals and/or demonstration materials used effectively?	____	____
Comments _____		
_____		
5. Do you recommend that this activity be offered again next year?	____	____
Comments _____		
_____		
6. Did you have a part in planning this activity with the community representative?	____	____
Comments _____		
_____		

7. Comments _____

_____

STUDENT EVALUATION
(To be used after each activity)

Name of School _____

Name of Community Organization _____

Type of Activity _____

1. Objectives for this activity _____

_____

	YES	NO
2. Were your objectives achieved by this experience?	____	____
3. Did you understand the information presented in the activity?	____	____
4. Will the information you received be useful for your future?	____	____
5. Did you see a relationship between this activity and your classwork?	____	____
6. Were the audio visuals and/or demonstration materials used effectively?	____	____
7. Did the activity help you to learn how your interest and abilities fit into your potential career?	____	____
8. Would you recommend that this activity be offered again next year?	____	____
9. Do you feel you were given sufficient opportunity to be involved in the activity?	____	____
10. Were you given sufficient background information before the activity?	____	____

Additional comments _____

_____

_____

COMMUNITY PERSONNEL EVALUATION
(To be completed after each activity)

Name of Community Business _____

Name of School Partner _____

Type of Activity _____

1. Objectives for this activity _____

_____

	YES	NO
2. Were the objectives of the group achieved by this experience?	___	___
Comments _____		
_____		
3. Do you feel that your time was used in a helpful and meaningful way?	___	___
Comments _____		
_____		
4. Did adequate planning with school personnel take place prior to the activity?	___	___
Comments _____		
_____		
5. Were students well prepared and interested?	___	___
Comments _____		
_____		
6. Would you recommend repeating this particular activity?	___	___
Comments _____		
_____		

Additional Comments _____

_____